

**NEW YORK STATE EDUCATION DEPARTMENT**  
**Differentiated Accountability School Quality Review**

**BASIC REVIEW PROTOCOL AND PROCESS**  
**2011-12**

When reviewing teaching and learning, the primary concern of the School Quality Review (SQR) Team members will be the students' learning progress and achievements. The process of reviewing teaching and learning with the Basic Review will involve exploration of those aspects of the schools' work that impact upon teaching and learning. A collective perspective will be reached by the SQR Team, based on their analysis of the documents submitted.

General steps in the process are as follows:

***BEFORE THE REVIEW:***

- The Office of Accountability (OA) conducts an orientation session for District Superintendents (DS) and/or their representatives in the Rest of State (ROS), Regional Special Education Technical Assistance Support Center (RSE-TASC) Specialists, and Regional Bilingual Education Resource Networks (RBE-RN) to review SQR protocols and procedures.
- The OA School Improvement Team (SIT) provides training and technical assistance on the SQR process to school superintendents and/or their representatives, principals, and school staff.
- The school superintendent or his/her representative informs the school staff about the review process and protocols.
- When the school is in an IDEA "Needs Assistance/Intervention" District, identified for the subgroup of students with disabilities, SED assigns a Special Education School Improvement Specialist (SEIS) from the RSE-TASC to participate in the SQR as the subgroup specialist. In the event that there are insufficient resources to assign a SEIS to the school, the OA and the district will be notified.
- SEIS, when assigned to the school, completes a structured instructional walkthrough in classrooms and settings where students with disabilities receive instruction and special education services. A summary of the results of the instructional walkthrough are provided to the principal.
- If a district does not meet its Annual Measurable Achievement Objective (AMAO) for the subgroup of Limited English Proficient/English Language Learners (LEP/ELLs) and has schools identified as Improvement (year 1) Basic, the specialist from the RBE-RN who is assigned to the district will support the SQR process in the identified school. In the event that there are insufficient resources to assign the RBE-RN specialist to the school, the OA and the district will be notified.

- The principal and designated school staff complete the SQR Quality Indicators (QI) document and submit the QI and supporting evidence to the district SQR Team, along with a summary of the results of the structured instructional walkthrough conducted by SESIS.
- The school district forms a SQR team consisting of a representative from the school district's central office, one or two school/district staff, i.e., content area or subgroup specialists in the area of identification and the SESIS, as applicable, to review the school's completed QI document and supporting evidence.

### ***DURING THE REVIEW:***

The school district SQR Team:

- reviews the alignment of curriculum, instruction and assessment with NYS Learning Standards or Common Core Learning Standards and performance indicators for the identified content area and subgroup not meeting Adequate Yearly Progress (AYP), as well as how students are grouped for instruction based upon their needs.
- analyzes the SQR QI document submitted by the school, the results of the SESIS instructional review (when applicable) and other supporting documentation, e.g., Educational Plans, accountability reports, etc.
- completes the last column of the QI document entitled, *SQR Team Comments/Suggestions/Recommendations*, based on the information in the school's completed QI document and other supporting information.
- identifies findings and recommendations and constructs the written report according to the SQR Report template. The SESIS, when assigned, participates in discussions to inform development of the report.

### ***AFTER THE REVIEW:***

- For Title I schools and non-Title I schools Outside of the Big 5:
  - The district submits copy of Basic Review Report and completed QI document to the DS. The DS will:
    - return the SQR report to the district within ten days with comments and recommendations; or
    - if the report meets the minimum SQR requirements (make-up of team, focus on area of identification, use of SQR report template), forward the report directly to SED.
  - The district will have 30 days to revise the report if needed.

- The district submits the SQR final report to SED, with a completed copy of the QI document.
- For schools in the Big 5:  
The district submits a written and electronic copy in Word of the final Basic Report and completed QI document to SED.
  - Whenever the school is identified for the subgroup of students with disabilities, a copy of the QI document and SQR final report must also be submitted to the RSE-TASC Coordinators. Each school will be given the name and contact information for the RSE-TASC Coordinator.
  - Whenever the school is identified for the subgroup of LEP/ELLs, a copy of the QI document and SQR final report must also be submitted to the RBE-RN. Each district will be given the name and contact information for the RBE-RN Coordinator.
  - For schools located in ROS final SQR reports must be submitted in hard copy to: NYSED Office of Accountability, School Improvement Team, 89 Washington Avenue, EBA 385, Albany, NY 12234 and electronically to: [ALBANYSIT@mail.nysed.gov](mailto:ALBANYSIT@mail.nysed.gov). For NYC schools, all SQR final reports must be submitted to: NYSED Office of Accountability, School Improvement Team, 55 Hanson Place, Room 584A, Brooklyn, NY 11217 and electronically to [siteam@mail.nysed.gov](mailto:siteam@mail.nysed.gov).
  - For all Title I schools, the district should submit the school improvement grant application and/or complete grant amendments to align funding with the recommendations of the final SQR report.
  - School staff should use the findings and recommendations from the SQR Report as a basis for discussion and planning for the remainder of the school year and for the development and implementation of the two-year CEP for SY 2011-12 or 2012-13.
  - For schools in IDEA “Needs Assistance” or “Needs Intervention” districts: NYSED requires each district IDEA identified as “Needs Assistance/Intervention” to obtain technical assistance to improve its performance and compliance results for students with disabilities. In addition to the SQR review process, in districts where a SESIS has been assigned, the district must assign a team to work with the SESIS to implement a Quality Improvement Process (QIP). Goals and objectives and improvement activities identified through the QIP must be incorporated in the two-year Improvement Plan and the school’s Comprehensive Educational Plan (CEP).